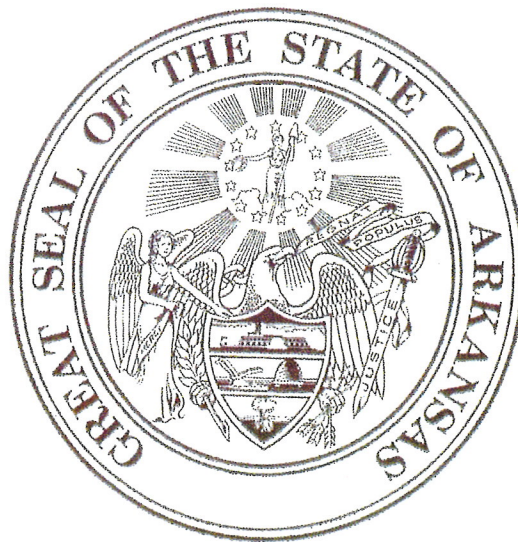




ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: Cross County Elementary _____

Date Submitted: October 31, 2011 _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

**CROSS COUNTY ELEMENTARY SCHOOL
CONVERSION CHARTER APPLICATION
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**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Cross County Elementary

Grade Level(s) for the School: K-6 Student Enrollment cap:

Name of School District: Cross County School District

Name of Contact Person: Stephen Prince

Address (no P.O. Box please): 2622 Hwy 42 City Cherry Valley ZIP: 72324

Daytime Phone Number: (870) 588-3327 FAX: (870) 588-4454

E-mail: stephen.prince@crosscountyschools.com

Charter Site Address: 2622 Hwy 42

City: Cherry Valley ZIP Code: 72324

Date of Proposed Opening: August 2012

Name of Superintendent: Dr. Matt McClure

Address: 21 CR 215

City: Cherry Valley Zip Code: 72324

Phone Number: (870) 588-3327 FAX: (870) 588-4454

E-mail: matt.mcclure@crosscountyschools.com

B. GENERAL DESCRIPTION

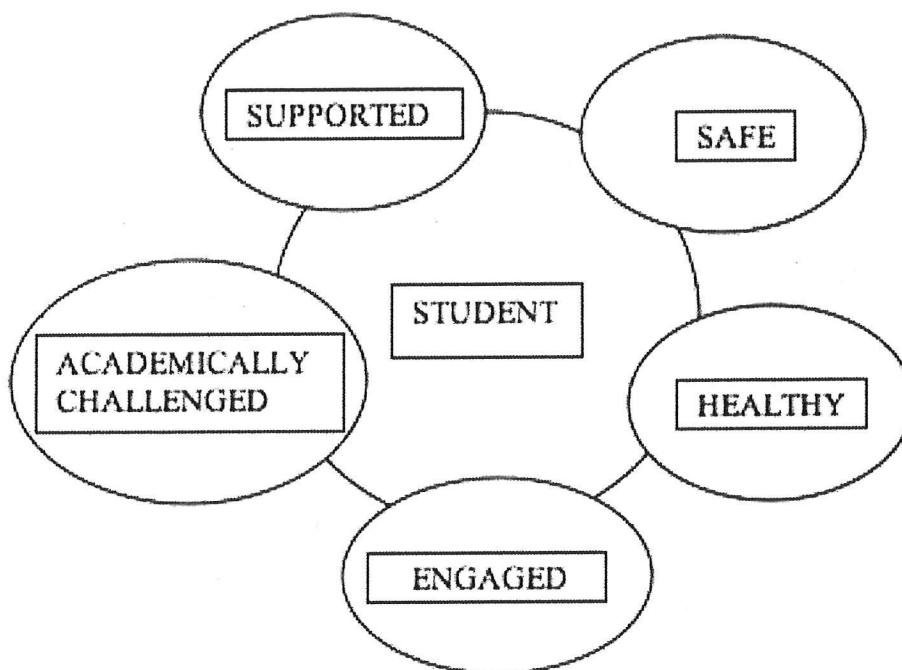
In succinct terms, describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

Cross County School District proposes the conversion of the Cross County Elementary School into a charter conversion school to enable increased innovation, interdisciplinary learning, technology immersion, and project based learning into its education (See Appendix Item A: Project Based Learning timeline). As a charter, the Elementary School will be able to better prepare students to be successful in their transition into the established conversion charter high school, Cross County New Tech High School, which will directly translate into increased success preparing Cross County School District's students to be college or career-ready upon graduation.

This proposed change would encompass the entire elementary school, kindergarten through sixth grade. The current enrollment of Cross County Elementary is 317. This change would most affect the students in the intermediate wing (4th-6th grades) in order to best prepare them for the rigors of our New Tech High School. The Cross County Elementary teachers, a school board member, parents and administrators have made three visits to learn from two Columbia Signature Academies in Columbus, Indiana. These two schools have successfully implemented project-based learning and have modeled their programs after New Tech High Schools in Indiana.

The decision to emphasize project based learning and promote 21st century learning came Cross County School District proposes this change to better prepare our students to be 21st century learners in accordance with the mission statements of Project Based Learning and New Tech. Two years ago, the Cross County School Board committed itself to educating the Whole Child. The Whole Child initiative emphasizes the need children have to be safe, challenged, engaged, supported, and healthy which are all qualities Cross County School District seeks to provide its students through the following means.

THE WHOLE CHILD: A Visual Representation



- (1) **Safety** is promoted through our Positive Behavior Incentive System (PBIS), policies, and increased campus safety precautions, which include Internet safety training for both parents and students. Safety is also promoted through our after school program, which ensures that students engage in productive, supervised activities during after school hours.
- (2) **Academic challenge** occurs through project/problem based learning with an emphasis on analytical skills, higher order thinking, and differentiated to accommodate and enhance all levels of learners, Pre-AP programs offered as early as fourth grade, and real world applications of instructional material.
- (3) Students are **engaged** through after school enrichment opportunities provided by our 21CCLC program, community based projects, cross-curricular instruction, learning stations, campus-wide, cooperative, multi-grade learning, and real world applications of instructional material to make learning relevant to the students.
- (4) Students are **supported** emotionally, physically, and academically through a variety of means. The Coordinated School Health Center, located on the school campus, promotes mental and physical health and is staffed with a doctor, a dentist and an optometrist, as well as certified mental health counselors. The school also has a dedicated focus on academic interventions with individual and small group tutoring provided for struggling learners.

Students are further supported through academic interventions, our mentoring Lunch Buddy program, and the Reading Buddies program which will begin next year.

- (5) **Healthy lifestyles** are encouraged through our fresh fruits and vegetables program, the District's recent integration of peewee sports into its athletic program, and the wellness center dedicated to the overall well-being of not only the District's students, but the entire community.

In focusing on the Whole Child, the Cross County School Board has emphasized that Cross County students should have certain skills to be successful post-graduation. Our graduates should be able to,

- (1) Communicate in a variety of means,
- (2) Collaborate with others,
- (3) Utilize technology,
- (4) Think analytically, and
- (5) Problem solve.

After extensive collaborative research, the District found project based learning to be the most effective way to instill these skills into our students. In order to implement project based learning effectively, Cross County Elementary will be drawing on the strengths of the New Tech Network, which has a formal partnership with Cross County New Tech High School.

The New Tech Model focuses on three key elements of education: "a new instructional approach that engages learners [through project-based learning], a culture that empowers students and teachers [through "trust, respect and responsibility"] and fully applied technology that supports deep learning" (New Tech Network.) Cross County Elementary School plans on modeling their elementary curriculum and instruction to directly align with these New Tech goals to best prepare our students to be productive, prepared, 21st century learners in high school.

Cross County School District has a meaningful partnership with New Tech through the establishment of the Cross County New Tech High School. New Tech Network executives make regular visits to the district and also uses our high school as a model school through which to showcase New Tech's strength. Numerous school district teams have already visited the high school and witnessed our project-based learning and the New Tech system. The request for a conversion charter for the elementary school comes at an opportune time because the New Tech Network is now selecting pilot schools in an initiative to bring the New Tech systems into middle schools (NTN2). New Tech has expressed an interest in starting a "training center" in a second Cross County District

school. This affiliation would undoubtedly increase the attention, focus, and care that New Tech will give Cross County Elementary and would result in a direct influence on student achievement.

With the NTN2 Initiative, the New Tech Network has agreed to extend the benefits of its formal partnership with the High School to the Elementary School. The Network provides vital tools and resources that facilitate the academic excellence that takes place in all eighty-six New Tech schools. One important resource includes the Echo web portal and a New Tech coach. The first, Echo, “is an innovative online learning platform that enables School staff, students and parents to effectively manage the project-based learning environment” (New Tech) (See Appendix Item B: Echo Portal screenshot). Components of NTN Echo include curriculum and gradebook tools designed specifically for the project based learning environment; calendars, group interaction tools; resource sharing and other “education friendly” social functionality; reporting tools; and a robust project library. NTN Echo includes integration with other programs at the discretion of the School at no additional cost” (New Tech). Echo provides a level of transparency between teachers, students, and parents and promotes a level of trust and active involvement beyond anything the school has been able to offer in the past.

The second of these resources is the added support provided to New Tech Schools. Certified trainers from the High School will train the Master Teachers in the Elementary School. The Master Teachers are a part of the School District’s Teacher Advancement Program (TAP). This program improves teacher instruction and enhances effectiveness through quality assessment and promoting superior teaching. This is accomplished through applied ongoing professional support including weekly, content specific professional development that provides specific strategies to improve areas of identified weakness, which in turn accelerates student achievement.

Statistically, the Cross County School District serves a region of distinctively high need in several regards. The single campus is located on Highway 42 west of Cherry Valley. It is approximately 35 miles south of Jonesboro and 50 miles west of Memphis. There is no industry within the district boundaries; therefore employment opportunities are scarce. The local grain elevators, Farmer’s Supply Association, and the Cross County School District are the area’s largest employers. The area relies on farming and farm related jobs, and many of the adults drive to Wynne or Jonesboro for work. The unemployment rate for the county is 7.8%. The median household income of the communities in the district is \$25,045 compared to the county’s \$29,362, the state’s \$32,182, and the median income in the U.S. of \$41,994. Only 1.5% of the population age twenty-five and older have a Bachelor’s degree, and only 42% are high school graduates. This year, the Elementary has a 74% free and reduced lunch rate.

The location of the district coupled with the poverty of its people limits the access and exposure of our students to the opportunities outside the district boundaries. The District has already made great strides in providing a technology rich environment and 21st century skills that many students could not otherwise access. Cross County School District proposes a comprehensive educational plan that is enriched with the strengths of

the New Tech model while remaining deeply rooted in state frameworks. Namely, the School District will emphasize interdisciplinary learning, project/problem/process based learning and technological literacy in order to best instill the skills the School Board has set forth.

STANDARD 1: Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

The public meeting was held on Tuesday, October 18th at 6 PM. There were 21 people in attendance (See Required Item 4: Sign-In Sheet, Newspaper Ad & Proof of Publication). The meeting was advertised in the local newspaper, the Wynne Progress, for three consecutive weeks. It was also advertised through the district website, a radio announcement by Superintendent Dr. Matt McClure and the school's Facebook page.

Dr. McClure began the meeting with a Powerpoint presentation discussing Governor Beebe's educational initiative for half the high schools in Arkansas to move to project based learning (PBL). As Cross County High School is innovatively implementing PBL through its charter school, the school has hosted many visitors seeking to start PBL, increase technology and develop understanding of New Tech. Since the beginning of the year, sixteen districts from across the state, Apple, and the governor's staff have visited. More than ten other districts are in the process of scheduling visits to Cross County.

Dr. McClure discussed the need to educate the Whole Child, so that they are safe, healthy, supported, engaged and challenged. He discussed the grant initiatives the school has undertaken to address the needs of the Whole Child, such as the Fresh Fruits & Vegetables program, the 21CCLC after school program, the School Based Health Center and the Child Wellness Intervention Project. He discussed the six skills that our students need to be successful in life beyond school (problem solving, creativity, analytical thinking, collaboration, communication and utilization of technology) and how the charter school enables us to better instill these skills.

Stephen Prince (Elementary Principal), Jennifer McFarland (District Executive Master Teacher), Candace Edwards (Kindergarten Teacher) and Mindy Searcy (Master Teacher) gave presentations on what a charter school is, what the district goals are within the charter and what grades will focus on which skills.

The feedback from the public meeting was positive from all stakeholders. The Cross County administration anticipated that if the meeting was crowded, that it would

signify unhappiness regarding the charter at the High School and concern about the Elementary School making a similar change.

There were a handful of parents who attended; they were seeking clarification as to what the charter would mean for the school. Participants wrote questions anonymously on notecards to ensure all concerns were addressed.

Below is the information from the question and answer portion of the meeting:

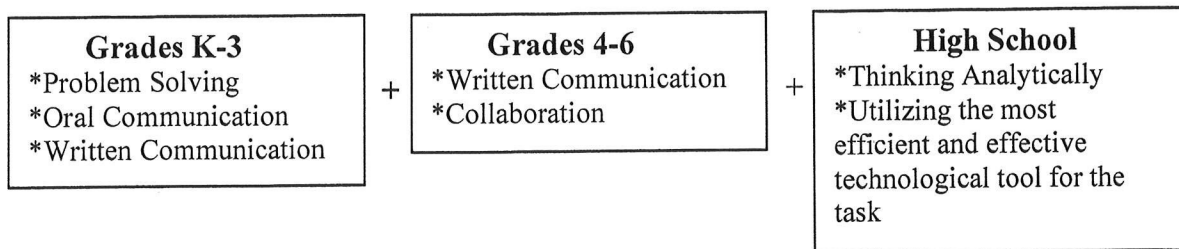
- Is the charter school really all year round?
 - No. We go to school for approximately seven weeks and then there is a weeklong break. We have approximately an eight-week summer.
- Does the implementation of new programs take away money from other areas?
 - No. All initiatives have been funded through grants.
- When a child does fall behind, how will they be helped if a parent cannot help?
 - Students who have academic need get pulled out for additional tutoring. These pullouts are based on test scores or teacher recommendations.
 - There are intervention times and advisory periods to address academic needs.
 - Parents have access to the grading portal to know students' grades.
 - Our teachers are always willing to help students.
- What can we do to be sure students are getting sufficient physical activity?
 - The Elementary School is currently doing double the amount of physical education required by the state. Physical activity will still be above the state requirement.
 -
- When would this be implemented?
 - If the state board approves it, the 2012-13 academic year.

STANDARD 2: Give the mission statement of the proposed district conversion public charter school.

The mission of Cross County Elementary is to prepare students that are proficient in requisite academic content areas and that are deeply versed in 21st century skills, are strong critical thinkers and excellent problem solvers based on the Project Based Learning rubrics. Elementary School students will be on grade-level upon entering the High School.

The above mission statement for Cross County Elementary School is measurable, manageable, and aspirational. The 21st century grading rubrics and portal, both New Tech systems, will also serve as tools to manage and measure student success. The grading rubrics, developed in conjunction with New Tech, are used in courses across the curriculum and measure the skills that the Cross County New Tech the Elementary

School emphasizes (See Appendix C: Rubrics). The following flowchart exemplifies how students will progress through the District's educational program, developing essential 21st century skills along the way in addition to core academic content.



The Echo portal, previously mentioned in the General Description section, is a system for housing grades and making them accessible for students and parents. It provides a distinctively clear snapshot of a student's classroom performance, that is easy to access and track for parents increased investment in their student's academic performance. For example, in a traditional grading system, if a student turned in a project late several points would be deducted. An outside person would not be able to determine the reasoning behind the score. However, with Echo, all communication scores from each project rubric would be combined in the master rubric, as would technology scores, etc. As such, in the portal, a parent/guardian would be able to see the master rubric to understand the reasoning behind grading.

STANDARD 3: Describe the educational need for the school.

Cross County School District has made a commitment through focusing on what is best for its students. Over the past five years, numerous initiatives have been started to improve the learning environment for students, and the District has demonstrated great progress (See Appendix Item D: District Improvement Charts). Cross County has been a fortunate member of leading edge student improvement opportunities, and the District actively seeks and embraces innovative programs and thinking that strengthen the Whole Child Initiative. This has allowed Cross County to better address our short-term goals, namely improving state test scores and content knowledge.

Additionally, Cross County School District seeks to continuously motivate our employees to keep an energetic, positive environment alive for the students. To encourage this initiative most recently, the School District has started the Teacher Advancement Program (TAP). For more information regarding TAP, please see Section B.

However, though the district has focused aligning curriculum with state frameworks, which has led to academic improvement during an impressively short amount of time, and projects continued growth in the future, the District has farther to go to truly impact every student, prepare them for a challenging New Tech High School, and make them college or career ready. In order to grow as a School District, Cross County Elementary School realizes the need to establish a long-term plan to accomplish the

skills-oriented vision the District's School Board set out to develop. The Board's goals are to produce students who:

- (1) Communicate in a variety of means,
- (2) Collaborate with others,
- (3) Utilize technology,
- (4) Think analytically, and
- (5) Problem solve.

Cross County Elementary School will be most effective in achieving these goals, as well as ACTAAP objectives, through establishing itself as a charter conversion school that utilizes the New Tech Network's resources in addition to all other various resources.

STANDARD 4: Describe the educational program to be offered by the district conversion public charter school.

I. Skills-Based Learning

The educational program will be based on developing grade-appropriate competencies and specific skills. In order to ensure that these skills are addressed and taught, the faculty has designed a system in which the primary (K-3) and intermediate (4-6) wings focus on specific skills, with some overlap between both wings. The primary wing will focus on problem solving, oral communication and written communication. The intermediate wing will continue to focus on these competencies while adding a greater emphasis on collaboration. Throughout the school, technology will be a prominent tool in reaching these goals. We are committed to Apple's one-to-one laptop initiatives, and our teachers strive daily to incorporate technology in transformative ways.

II. Project Based Learning (PBL)

As an educational philosophy, Project Based Learning recognizes students' inherent drive to learn and allows for in-depth exploration of authentic and important topics across curricula. Cross County Elementary School will feature project based learning throughout the school, but particularly in grades four through six. Within the PBL model, learning occurs through relevant, thoroughly-planned projects designed to students. All projects require that students use and develop real-world skills: communication, collaboration, technology, analytical thought, and problem solving, thus progressing the District towards its long-term goals. Please find attached a lesson plan that exemplifies what project based learning will look like in an elementary classroom (See Appendix Item E: Lesson Plans).

This is the second year that Cross County School District has utilized the Project Based Learning model. Cross County faculty are becoming increasingly adept with the model and are pleased with the outcomes: increased student engagement, awareness of

connections across the curriculum, an understanding of how their schoolwork connects to their own lives, and a more mature and responsible work ethic.

The Elementary School has several strategies for educational coherence, which are strengthened by New Tech resources. These strategies include:

- (1) Teachers will have common planning periods. These sessions will allow for creative, innovative project planning that contextualize assignments in meaningful ways rather than isolating them within a particular subject matter.
- (2) Teachers will now be accountable for a project plan - what would currently be considered comparable to a lesson plan - which will be reviewed by the Principal. These project plans will be outlined and planned in the aforementioned New Tech Portal, which is accessible to all teachers and administrators.
- (3) The project plan will address which Frameworks are being taught within each project, keeping Cross County Elementary School in line with its continuing short-term goal of increasing Benchmark scores.
- (4) The Portal is an online system created and managed by the New Tech network and serves as the ultimate mechanism for ensuring educational coherence. The Portal serves multiple purposes. Teachers upload their project plans in the Portal and have access to nearly a thousand pre-existing project plans from New Tech teachers across the nation. These projects are available to all teachers, and those who utilize the library renovate the project if needed to meet state Frameworks. The Portal also provides a unique advantage in that teachers will be able to view other project calendars to manage student workload.
- (5) As the transition to Common Core standards occurs, New Tech will assist with ease of the development, implementation and instruction, as they have with their other Network schools nationwide.

IV. Criterion Based Assessment

There are two types of assessments: evaluation of students within the classroom and evaluation of the overall academic program. In terms of student work, New Tech provides a relevant evaluation structure that is criterion based. Its assessment system evaluates performance using criteria similar to those in the work world, thus encouraging accountability, goal setting and improved performance. Teachers will grade students in terms of their demonstrated use of 21st century skills (written and oral communication, problem solving, and collaboration).

Assessing Cross County Elementary School's overall progress will be a process that involves several stakeholders. The School District administration will work in parallel with the Elementary School Leadership Team, which consists of the master and mentor teachers, the executive master teacher, and the principal, to assess progress and areas for growth. Test scores of various types (The Learning Institute, ACTAAP) will demonstrate Cross County Elementary School's growth with the aforementioned short-

term goals of Standard #3. As areas for improvement are identified, master teachers will present specific solutions and strategies in weekly cluster meetings. Cluster meetings, an important foundation of the Teacher Advancement Program, are weekly, in-house professional development led by master teachers. The teachers are divided into three groups based on grade and subject to maximize the relevance of instruction.

V. Technology

The Cross County School District considers technology a foundational strategy for enabling its educational philosophy. As such, technology will remain an integral part of every classroom. In 2008, Cross County School District was named an Apple Exemplary School for its wide ranging and excellent use of and accessibility to technology. Every student, teacher and administrator is provided an Apple computer, and each classroom houses an interactive white board. These factors will remain integral to developing as a successful, innovative school. At Cross County, technology is used in every facet of projects as an efficient means to complete work and problem solve. Technology is also used to help students practice skills, revisit material, and explore the digital arts. This dedication to the relevant use of cutting edge technology will continue to thrive within the proposed charter.

VI. Academic Calendar

During the planning for the New Tech High School last year, a calendar committee was formed following the public meetings due to community interest in continuing the discussion about an alternative calendar. The committee's composition included a wide variety of constituents, including parents, teachers, administrators and School Board members. The proposed school calendar for the 2012-13 year will continue to be shaped in accordance with the work of the committee. Due to the positive feedback regarding the calendar this year, the 2012-13 will have the same format. The 2012-13 has not been finalized, but the attached calendar from this year will guide the format for next year (See Required Item 1: Calendar & Daily Schedule). Because Cross County is a small district, it is imperative that the high school and the elementary school operate with the same calendar. Therefore, the elementary school will adopt the same schedule as the high school.

VII. Learning Stations

The 2012-2013 school day will be divided into two groups for grades 4-6 with each classroom implementing stations to enhance project/problem-based learning that extends the thinking, problem solving, and collaboration skills of our students. Each class will have a blocked-style schedule in grades 4-6 that include two subjects taught in conjunction with each other. Social Studies and English Language Arts will be taught together and Math and Science will be in another class with the students transitioning each day at midday.

The block style scheduling will provide flexibility during interdisciplinary projects for teachers to schedule having a class longer or less if needed based on the instructional needs within the project or unit of study. Embedded in the school day will

include a fresh fruit and vegetable snack to implement within instruction to maximize learning in math and literacy.

Grades K-3:

Students participate in stations during guided reading in K-3 classrooms. Homogeneous groups rotate through stations that reinforce learning. Each group will spend time with the classroom teacher and participate in their guided reading group while the other groups collaborate and problem solve in math, science, word study and writing. Grades K-3 will be a self-contained style classroom environment with modified stations for K-1 from typical centers and added stations at the second and third grade levels.

Grades 4-6:

Students are grouped heterogeneously and rotate through stations that are created to enhance 21st century skills. Students are actively engaged in math, science, word study, reading and writing while incorporating technology. The teacher serves as a facilitator to encourage problem solving while students work collaboratively.

In addition to learning stations that differentiate, the Elementary School also has intensive interventions and tutoring services to meet the academic needs of our students. These interventions emulate the AR Response to Intervention model of fluidity. All instructors leading interventions are trained in strategies for successful interventions.

VIII. Daily Schedule

The 2012-2013 school day will be divided into two groups for grades 4-6 with each classroom implementing stations to enhance project/problem-based learning that extends the thinking, problem solving, and collaboration skills of our students. Each class will have a blocked-style schedule in grades 4-6 that include two subjects taught in conjunction with each other. Social Studies and English Language Arts will be taught together and Math and Science will be in another class with the students transitioning each day at midday. Grades K-3 will be a self-contained style classroom environment with modified stations for K-1 from typical centers and added stations at the second and third grade levels. The block style scheduling will provide flexibility during interdisciplinary projects for teachers to schedule having a class longer or less if needed based on the instructional needs within the project or unit of study. Embedded in the school day will include a fresh fruit and vegetable snack to implement within instruction to maximize learning in math and literacy.

STANDARD 5: List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

The school uses multiple assessment tools to measure academic achievement. These tools guide district decisions in goal-setting. The tools are addressed and outlined as follows:

I. The number of students labeled as basic and below basic will decrease every year for the next five years.

Tool(s):

ITBS (K-2)
ACTAAP (3-6)

II. Cross County Elementary School Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will increase to meet AYP and individual student growth goals each year for the first five years.

Tool(s):

ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)
NWEA/MAP (Measures of Academic Progress): Grades K-2
TLI (The Learning Institute)

III. There will be 1.5 years of growth on MAP testing (grades K-2) for each individual student each year, regardless of proficiency (Reading, Language Usage, and Math).

Tool(s):

MAP (Measures of Academic Progress)

IV. All classes will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.

Tool(s):

TLI (The Learning Institute)

STANDARD 6: Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

Accountability and alignment to Common Core Standards are a foundational part of Cross County Elementary School's educational program. The School District has developed both a rationale plan and timeline for ensuring that the curriculum is synchronized with the Common Core Standards.

Cross County is following the state guidelines for implementation K-2 in regards to math, but opted to implement Common Core K-12 for English and language arts immediately to foster increased student achievement. Grades will be added in regards to state guidelines for Common Core math. The district has had several all-faculty alignment meetings, sent key members to Common Core trainings with ADE, and weekly professional development cluster meetings started as early as 2010 to train staff in

alignment to Common Core. Such cluster trainings continue this year. Additionally, Superintendent Matt McClure is serving on the Arkansas Department of Education's Guiding Coalition for the Successful Implementation of Common Core State Standards.

STANDARD 7: Describe the enrollment criteria and the student selection process. Include a statement of what student selection method will be utilized in the event that more students apply for admission to the district conversion or limited public charter school than can be accommodated under the terms of the charter.

Cross County Elementary School proposes an enrollment system that allows for the maximum number of students in our geographical area to access our educational program—a system that has been lifted up by Governor Beebe as what the future of education should look like in Arkansas. This system should be accessible, with as few barriers as possible, to as many students as possible. As such, Cross County proposes a student selection process that does not fit within the current School Choice model.

The School District does not anticipate that more students apply for admission than can be accommodated. The district will limit the acceptance of new students residing outside the school to 75 students who will be selected by a random anonymous lottery. The enrollment cap for the Elementary School will be 500 students.

STANDARD 8: Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

I. Administrator (Building Principal) Responsibilities:

- *Act as chief executive operating officer of the school and carry out the School and District missions
- *Select, hire and terminate faculty and staff
- *Carry out the annual performance based appraisal by which each staff member will be held accountable
- *Monitor the status of resources in order to fulfill the School and District's missions
- *Ensure building maintenance and safety
- *Oversee the implementation of the curriculum
- *Monitor student academic achievement regularly

Qualifications:

The qualifications of an administrator will be significant, substantive and strong experience in education and an advanced degree in the field of education.

Count: 1

II. Teacher Responsibilities:

- *Conduct classroom instruction

- *Work collaboratively with colleagues to plan and teach courses
- *Maintain an atmosphere conducive to learning
- *Differentiate instruction to reach different levels and kinds of learners
- *Attend workshops and training for professional development
- *Continually teach, assess and modify for each student
- *As a result of TAP (Teacher Assessment Program), teachers meet weekly in clusters according to the subject matter they teach. Selected veteran teachers serve as mentors for new teachers and a master teacher who works with all career teachers.

Qualifications:

All teachers must be highly qualified as indicated by NCLB unless working under a waiver from the state. Count: 24

III. Counselor Responsibilities:

- *Classroom group guidance as specified by the state
- *Small group work for students with common issues
- *Individual guidance as required or requested for students
- *Assisting parents in understanding student assessments and student progress
- *Provide grade appropriate career awareness activities for students

Qualifications:

The counselor qualifications will be Counseling Certification and experience within the field of education.

Count: 1

IV. Director of Operations Responsibilities:

- *Overseeing all functions of the Maintenance and Custodial staff
- *Coordinating all necessary transportation
- *Collaborating with appropriate administrators to prioritize renovation and building projects

Qualifications:

The Director of Operations will be qualified to manage several staffs and have appropriate content knowledge in his/her areas of operations.

Count: 1

V. School Board & Staffing Plan

The Board of Directors, who is responsible for overseeing all functions of the School District, is therefore responsible for the staffing and salary plan. (See Required Item 3: Salary Schedule.)

STANDARD 9: Describe the manner in which the school will make provisions for the following student services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public

charter school cannot waive responsibility of providing services for students with disabilities.

(A) Guidance Program

The Cross County Elementary guidance program will continue to be led by a qualified, certified counselor. (S)he will continue with regular in-class group guidance, testing coordination and will serve as a crucial liaison to the district's School Based Health Center opening in 2012. She will continue to identify students in need of special services and will ensure that those needs are met.

(B) Health Services

Cross County School District will be in the unique position to offer a diverse range of health services to students and the community. The School District's full time nurse will be available during the school day. Cross County was also awarded the School Based Health Center grant. This will allow for the district to house a health center on its campus that includes services for medical, mental, dental and vision services.

(C) Media Center

The Elementary Library is the learning center for several important educational initiatives. The Library's focus is to improve and strengthen students' literacy skills, but it is also a center for interventions and learning keyboarding skills. Most academic research is done using online resources. Each student has a laptop in addition to classroom computers. The library collection now focuses less on paper-based research material and more on fiction, research materials which are unavailable online and on stand-alone digital resources. Because we maintain a 1:1 student to computer ratio, the media center does not include a computer lab as is common among many elementary schools.

(D) Transportation

Cross County Elementary will provide excellent transportation services to all eligible students in its wide reaching region and comply with all transportation regulations.

(E) Food Services

Cross County Elementary School will comply with Food Services regulations and offer its approved child nutrition program.

(F) Special Education

Cross County Elementary will continue to provide services to all students with differing educational needs. Certified instructors will continue to lead the school's special education program. Students in need of special education services will continue to work in small groups to enable differentiated instruction and will be pulled out for specialized interventions. Special education instructors will be encouraged to participate co-taught classroom instruction as often as possible in order to promote grade-level and on-track learning. Special education instructors' presence in the classroom will serve as a mechanism for supporting struggling students.

(G) Alternative Education

As an alternative to the regular education program, Cross County Elementary will continue to participate in the district-wide alternative education program implemented last year by the New Tech High School. The alternative education system is a supervised, blended virtual environment including face-to-face contact with teachers, with an increase in the accessibility and availability of distance learning platforms. This system is available to students whose optimal placement requires an alternative learning environment. Cross County's alternative education environment is for all students who would benefit from an alternative education program, and not just for those who qualify based on state standards.

(H) Gifted & Talent

Cross County current Gifted & Talented program already greatly utilizes the Project Based Learning model. Increasing project based learning within the classroom allows for optimal differentiation, which will benefit Gifted & Talented students.

STANDARD 10: Provide a statement that the charter school will participate in the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.

In accordance with state statute and/or State Board of Education rule, Cross County School District will participate fully in reporting education data in the Arkansas Public School Computer Network.

STANDARD 11: Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

The Cross County Elementary School facility was dedicated in May 2009. Governor Beebe, the school board and community members attended the opening ceremony. The facility is heralded as an innovative, technologically progressive building, and several other school districts have visited Cross County as a part of their planning

process for their own building projects. The facility does comply with ADA and IDEA as well as all other state and facility laws.

STANDARD 12: List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) Arkansas Department of Education rules, and the Standard for Accreditation of Arkansas Public Schools and School Districts that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule or standard requested to be waived by title and section number if applicable. Provide a brief description for each waiver requested.

If the application is for a limited public charter school, the only waivers, which may be requested are those waivers listed in Ark. Code Ann. 6-23-601. This limitation applies only to limited public charter schools.

I. CALENDAR

STATUTE 6.10.106

In establishing Cross County New Tech High School, a calendar committee was formed following the public meetings due to public interest in continuing the discussion about an alternative calendar. The committee benefited from a wide variety of constituents, including parents, teachers, administrators and School Board members. The feedback thus far of the alternative calendar implemented this year has been exceedingly positive. The 2012-13 academic year will begin in early August, and approximately every seven weeks there will be a one-week break. There is an eight-week summer. Attached is the calendar from the 2011-12 year; next year's calendar will follow this format. A Board-approved 2012-13 calendar has not yet been established (See Required Item 1: Calendar).

II. LIBRARY

STATUTE 6-25-103 (b)(1)

The Elementary Library is an epicenter of learning. The librarian is actively engaged in efforts to improve student fluency in keyboarding, reading, technology and study skills. As the current statute mandates, a librarian's time is to be divided into thirds: no less than one-third of the library media specialists time be spent as an informational specialist, allowing time for administrative tasks as ordering books and materials, processing items for usage, planning for finances and accountability, organizing, directing, and evaluating the library media program, and management duties. The Elementary School proposes a division of labor that allows for the librarian to have a maximum impact on student learning, including but not limited to instruction of library courses, keyboarding courses and reading interventions in small groups. The media specialist's instructional focus will be centered around student need based on data analysis.

III. LICENSE FLEXIBILITY

STATUTE 15.03 LICENSURE AND RENEWAL

Cross County Elementary School requests the ability to hire the best teachers regardless of licensure status. Teachers who may be the best candidates may include but

are not limited to: teachers with career experience, outside career certification or licensure in a specific field but extensive education in a different content matter. All core subjects will be taught by instructors that are highly qualified as defined by NCLB standards.

IV. GIFTED AND TALENTED PROGRAM

STATUTE 18.0 XIII, 18.01-18.03

Program approval standards 2009---8.05

At Cross County Elementary, teachers have the optimized ability to identify, differentiate and serve students' abilities. The structure of Project Based Learning allows for increased levels of student challenge when necessary. Students are identified for Pre-AP instruction and differentiation beginning in fourth grade where the gifted education coordinator provides guidance in differentiation and planning. The school will develop procedures for identifying gifted students for Pre-AP in accordance with guidelines established by the Department. The waiver would seek direct instruction of 150 minutes a week occur in the classroom and not as a pullout for grades fourth-sixth.

V. DUTY FREE LUNCH

STATUTE 6.17.111 DUTY FREE LUNCH

Cross County Elementary School requests flexibility in assignments, namely duty free lunch. Under this system, teachers **may choose** to complete their maximum sixty minutes of duty during lunch.

VI. UNIFORM DATES FOR BEGINNING AND END OF SCHOOL YEAR WAIVER

STATUTE: 6-10-106

The School may adopt an alternative calendar that reduces the number of vacation days in the summer and instead implements breaks throughout the year. (See I. Calendar for more information).

VI. SCHOOL CHOICE WAIVER

STATUTE: 6-18-206

The Cross County School District requests a partial waiver of the application of Ark. Code Ann. § 6-18-206 and the Department of Education's Rules Governing the Guidelines, Procedures and Enforcement of the Arkansas School Choice Act (Rules) for its Elementary Conversion Charter School (School). The District will still honor school choice requests in accordance with § 6-18-206 and the corresponding Rules for its high school.

The District notes that the total enrollment cap for the proposed conversion charter school is no more than 500 students. The District will enroll approximately 350 students in its elementary charter school based on students already attending in the District. As a result, the proposed waiver will not likely create an overall impact or shift in academic or demographic populations of any nearby school districts.

The innovative academic opportunities created by the proposed elementary conversion charter school is of such a high priority focus in technology, interdisciplinary

learning and project-based learning as related to the newly required Common Core State Standards. The school is located in a traditionally high-poverty, under-privileged area of the state. This school can well serve the educational and economic policy concerns of creating a controlled laboratory environment to help provide necessary data to guide future state-led economic and educational initiatives statewide as described by the Governor's STEMworks Initiative. The district will limit the acceptance of new students residing outside the school to 75 students who will be selected by a random anonymous lottery. This will allow only those parents and students who choose this innovative pedagogy to apply for acceptance that may not be available in their local district.

There is no prohibition in law or Rules that would prohibit the granting of this partial waiver request.

STANDARD 13: Describe the potential impact of the proposed district conversion public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The Cross County School District's proposed conversion charter school will not hamper, delay or negatively impact the efforts of any school district to comply with a court order to create and maintain a unitary system of desegregated public schools. The District is not now, nor has it ever been, subject to a federal desegregation court order. The District is contiguous to the following school districts: Harrisburg, Marked Tree, McCrory, Newport and Wynne. Upon information and belief, the District is unaware of any federal desegregation court orders affecting the Harrisburg, McCrory and Newport School Districts. As to the Marked Tree and Wynne School Districts, the District is informed and believes that those districts are currently operating under desegregation plans instituted by the former United States Department of Health, Education and Welfare, though neither of these districts were ever subject to an actual federal court order to desegregate. Furthermore, neither district appears to be under any specific remedial desegregation obligation or order governing interdistrict student assignment and said districts allow student assignments pursuant to state laws currently in effect.

STANDARD 14: Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Families and guardians will be involved in important ways in the Cross County School District, and particularly the Elementary School.

1. Parents will be contacted in cases of emergency and for informational reasons through School Reach, the District's notification system.
2. The School's Echo software allows for parents to see grades as they are posted in real time, view attendance rosters, access class websites and e-mail contact with teachers.

3. Parents will also have access to the New Tech Echo portal to monitor student performance.
4. Parents have been a fundamental part in deciding to align the Elementary School calendar with the newly chartered High School calendar.
5. A parent representative attended the trip to the Columbus Signature Academy and the Lincoln and Fodrea campuses, which are Project Based Learning Elementary Magnet Schools in Indiana.
6. Community members will be involved in Project Based Learning. Their engagement may be manifested in presentation evaluation and as the source for real world projects.
7. The Cross County Elementary Leadership Team, discussed in the response section "V. Criterion Based Evaluation" of Standard #4, is responsible for gathering input from all constituents, implementing and evaluating the implementation of the Arkansas Comprehensive School Improvement Plan (ACSIP). The Leadership Team, along with other administrators, is also responsible for identifying performance criteria, namely standards based testing (aforementioned in Standard #5: ACTAAP, MAP, TLI).
8. Community members are also invited into these discussions on performance criteria and school improvement through discussions with the School Board. The Cross County School Board creates an annual report to the public, in which a variety of subject matters are discussed, including school performance, progress on the current school improvement plan and ideas for improvements in the future. Inviting community input will benefit both parties, as the feedback will ensure the school is improving in diversified, substantive ways and will build community investment in Cross County Elementary School.
9. Arguably, the most enriching parental involvement will occur organically in ways that the School District cannot yet envision.

Standards 15, 16 & 17 apply only to applications for limited public charter schools.
They do not apply to applications for district conversion public charter schools.

Cross County Elementary Project Based Learning Timeline

Summer 2009: Cross County School District participated in the 21st Century Fluency Project highlighting structure and process for planning and implementing project/problem-based learning.

October 2009: A follow-up with trainers the 21st Century Fluency Project provided additional training and support for Cross County School District.

January 2010: More follow-ups from the 21st Century Fluency Project representatives with support for planning PBL projects with the district.

April 2010: The 21st Century Fluency Project provided final planning support to implement PBL with fidelity.

Fall 2009: Cross County School District formed a consortium with the Greenwood, Lincoln, Bryant, Benton, and Stuttgart School Districts to support each other using technology to drive student achievement.

Summer 2010: Cross County School District participated in project/problem-based learning training with the Buck Institute for Education to enforce the PBL training with the 21st Century Fluency Project.

October 10: Cross County School District participated in additional, targeted PBL training with the Buck Institute for Education.

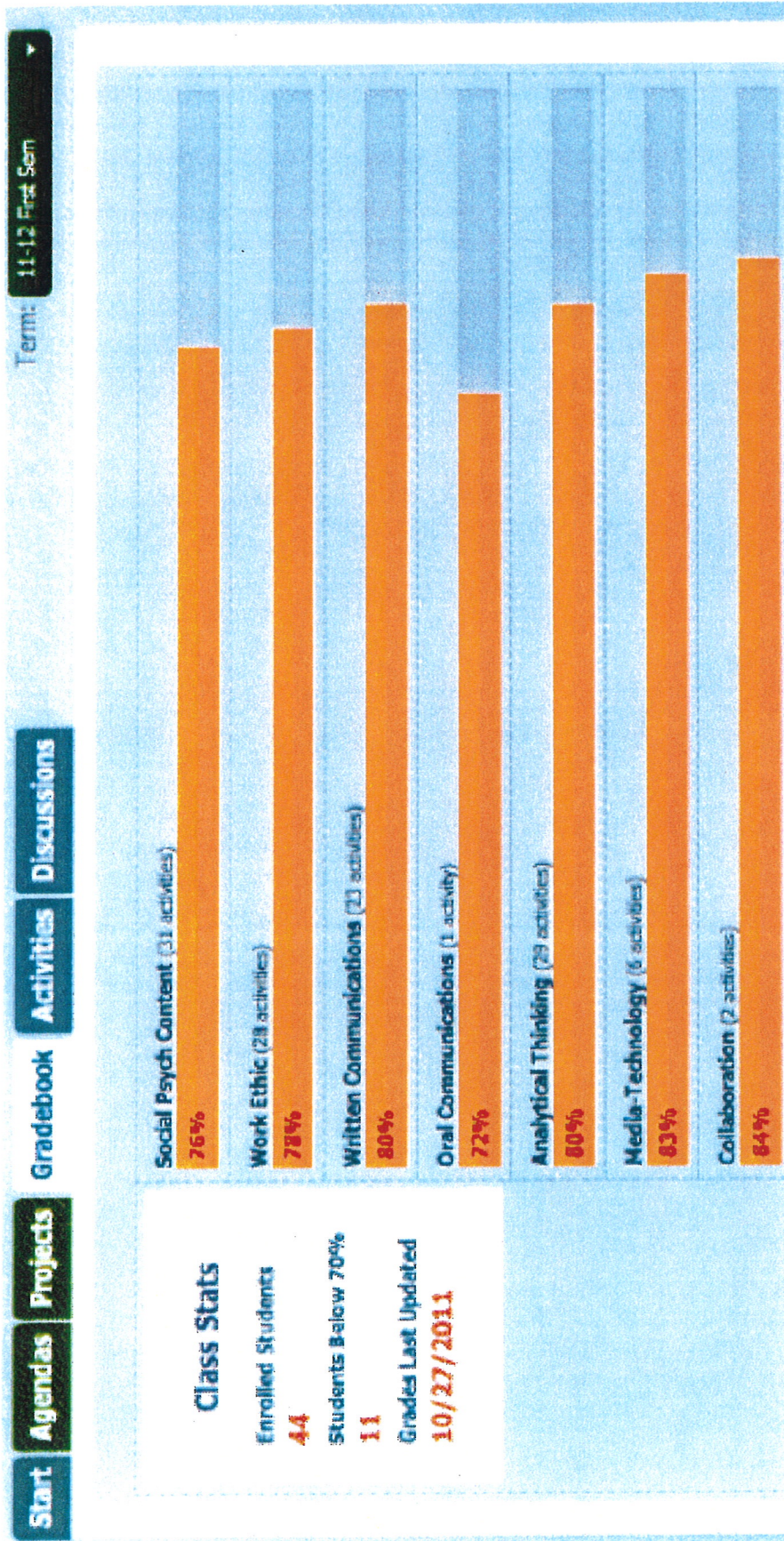
January 11: The Buck Institute for Education provided more targeted support to Cross County School District in planning PBL projects.

April 2011: A team of four teachers, one administrator, and board members visited Columbus Signature Academy: Fodrea and Lincoln in Indiana to observe problem/project-based learning.

July 2011: The school leadership team attended and presented at Arkansas Schools for Tomorrow Today conference (ASTT).

August 2011: A second team of three teachers, two administrators, and one board member visited Columbus Signature Academy: Fodrea and Lincoln in Indiana to observe problem/project-based learning and observe learning stations at all grade levels.

October 2011: A third team of three teachers, one administrator, one parent, and the school's parent coordinator visited Columbus Signature Academy: Fodrea and Lincoln in Indiana to observe problem/project-based learning and observe learning stations.



21st Century Skill Rubric

Grades K-2

Student Name: _____

	Emerging	Proficient	Advanced
Oral Communication	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Developing procedures for handling hardware <input type="checkbox"/> Developing the skills of responsible software use <input type="checkbox"/> Developing an understanding of school-wide tech	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Following the procedures for handling hardware <input type="checkbox"/> Following the skills of responsible software use <input type="checkbox"/> Following the school-wide tech expectations	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Assisting others with handling hardware <input type="checkbox"/> Sharing knowledge of responsible software use <input type="checkbox"/> Teaching others about school-wide tech expectations
	VOCAL EXPRESSION <input type="checkbox"/> Learning to project voice to an audience <input type="checkbox"/> Working to speak clearly <input type="checkbox"/> Reads note cards while presenting	VOCAL EXPRESSION <input type="checkbox"/> Voice projects to entire audience for most of the speech <input type="checkbox"/> Speaks clearly enough for almost all of the speech <input type="checkbox"/> Only refers to notes a few times, speaks to the audience	VOCAL EXPRESSION <input type="checkbox"/> Voice projects to entire audience while adding inflection <input type="checkbox"/> Speaks clearly with diction <input type="checkbox"/> Has notecards for reference, engages audience
	OVERALL IMPACT <input type="checkbox"/> Occasionally makes eye contact with audience <input type="checkbox"/> Uses some visual supports <input type="checkbox"/> Captures audience attention briefly	OVERALL IMPACT <input type="checkbox"/> Makes eye contact with some audience members <input type="checkbox"/> Uses appropriate visual supports <input type="checkbox"/> Sustains audience attention	OVERALL IMPACT <input type="checkbox"/> Makes good eye contact with audience <input type="checkbox"/> Uses appropriate, creative, & innovative visual supports <input type="checkbox"/> Engages and involves the audience
Technology	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Developing procedures for handling hardware <input type="checkbox"/> Developing the skills of responsible software use <input type="checkbox"/> Developing an understanding of school-wide tech expectations	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Following the procedures for handling hardware <input type="checkbox"/> Following the skills of responsible software use <input type="checkbox"/> Following the school-wide tech expectations	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Assisting others with handling hardware <input type="checkbox"/> Sharing knowledge of responsible software use <input type="checkbox"/> Teaching others about school-wide tech expectations
	APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Turns on computer <input type="checkbox"/> Opens programs <input type="checkbox"/> Knows basic computer parts	APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Turns computer on and off correctly each time <input type="checkbox"/> Opens programs and completes basic functions <input type="checkbox"/> Types while looking at the keys	APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Turns computer on and off and can log into network <input type="checkbox"/> Opens programs and completes advanced functions <input type="checkbox"/> Types using correct keyboarding skills
	USING TECH TO CREATE & INNOVATE <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	USING TECH TO CREATE & INNOVATE <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	USING TECH TO CREATE & INNOVATE <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Collaboration	CONTRIBUTING TO THE GROUP <input type="checkbox"/> With redirection <input type="checkbox"/> Shares ideas when asked <input type="checkbox"/> Contributes to group with help from others	CONTRIBUTING TO THE GROUP <input type="checkbox"/> Independently stays on task <input type="checkbox"/> Sharing ideas openly <input type="checkbox"/> Being responsible for job completion	CONTRIBUTING TO THE GROUP <input type="checkbox"/> Helps the group stay on task <input type="checkbox"/> Allows everyone to have a voice in the group <input type="checkbox"/> Is responsible for all group tasks
	BEING POSITIVE WITH OTHERS <input type="checkbox"/> Listening skills are developing <input type="checkbox"/> Respect is still being earned by group <input type="checkbox"/> Complains about other group members	BEING POSITIVE WITH OTHERS <input type="checkbox"/> Works well with others <input type="checkbox"/> Listens to others' ideas and experiences <input type="checkbox"/> Is respectful of others	BEING POSITIVE WITH OTHERS <input type="checkbox"/> Gives the group warm and cool feedback <input type="checkbox"/> Compliments others' ideas and suggestions <input type="checkbox"/> Encourages all to be positive and productive
	SOLVING PROBLEMS <input type="checkbox"/> Only wants to get his/her way <input type="checkbox"/> Expectations of the project not fulfilled <input type="checkbox"/> Struggles to share new ideas to solve problem	SOLVING PROBLEMS <input type="checkbox"/> Follow timeline of the project <input type="checkbox"/> Follow expectations without redirection <input type="checkbox"/> Considers new ideas to solve the problem	SOLVING PROBLEMS <input type="checkbox"/> Actively leads group members through tasks <input type="checkbox"/> Reminds group of the expectations <input type="checkbox"/> Suggests new ideas to solve problems

21st Century Skill Rubric

Grades 3-4

Student Name: _____

	Emerging	Proficient	Advanced
Oral Communication	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Lacks clear introduction, body and conclusion <input type="checkbox"/> Evidence and support do not relate well to the topic <input type="checkbox"/> Lacks transitions between supporting points and evidence	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Clear introduction, body and conclusion <input type="checkbox"/> Evidence and support relate to the topic <input type="checkbox"/> Uses transitions between supporting points and evidence	ORGANIZED THOUGHTS & STRUCTURE <input type="checkbox"/> Clear and detailed introduction, body and conclusion <input type="checkbox"/> Evidence and support relate to and enhance topic <input type="checkbox"/> Uses a variety of effective transitions to strengthen presentation
	VOCAL EXPRESSION <input type="checkbox"/> Voice is dull and quiet <input type="checkbox"/> Speaker mumbles <input type="checkbox"/> Reads from notes	VOCAL EXPRESSION <input type="checkbox"/> Voice projects to entire audience for most of the speech <input type="checkbox"/> Speaks clearly enough for almost all of the speech <input type="checkbox"/> Only refers to notes a few times, speaks to the audience	VOCAL EXPRESSION <input type="checkbox"/> Voice consistently projects <input type="checkbox"/> Speaks clearly and uses expression <input type="checkbox"/> Memorizes speech
	OVERALL IMPACT <input type="checkbox"/> Struggles to make eye contact with audience members <input type="checkbox"/> Uses visual supports <input type="checkbox"/> Unaware of audience	OVERALL IMPACT <input type="checkbox"/> Makes good eye contact with audience members <input type="checkbox"/> Uses project-appropriate visual supports <input type="checkbox"/> Interacts or connects with audience	OVERALL IMPACT <input type="checkbox"/> Maintains good eye contact with audience <input type="checkbox"/> Uses appropriate, creative, & innovative visual supports <input type="checkbox"/> Interacts, connects, and engages with the audience
Technology	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Technology procedures need revisited <input type="checkbox"/> Off task when using software <input type="checkbox"/> Uses technology inappropriately	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Follows technology procedures <input type="checkbox"/> On task when using software programs <input type="checkbox"/> Uses technology as an appropriate tool	USING TECH ETHICALLY & RESPONSIBLY <input type="checkbox"/> Shares technology procedures with others <input type="checkbox"/> Redirects others of proper software use <input type="checkbox"/> Uses technology to enhance project
	APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Types less than 20 words per minute using the home row <input type="checkbox"/> Able to use software programs to begin project tasks <input type="checkbox"/> Can create data in software	APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Types 20-40 words per minute using the home row <input type="checkbox"/> Able to use software programs to complete project tasks <input type="checkbox"/> Can create and store data in software	APPLYING BASIC TECHNOLOGY SKILLS <input type="checkbox"/> Types more than 40 words per minute using the home row <input type="checkbox"/> Able to combine multiple programs to complete tasks <input type="checkbox"/> Can create, store, retrieve, and edit data in software
	USING TECH TO CREATE & INNOVATE <input type="checkbox"/> Struggles to use tools for project work <input type="checkbox"/> Relies on the help of CSA students to use technology	USING TECH TO CREATE & INNOVATE <input type="checkbox"/> Uses available tools for project work <input type="checkbox"/> Independently creates products using technology	USING TECH TO CREATE & INNOVATE <input type="checkbox"/> Searches for new innovative tools for project work <input type="checkbox"/> Creates own and helps other CSA students be creative
Collaboration	CONTRIBUTING TO THE GROUP <input type="checkbox"/> Staying on task but with many reminders <input type="checkbox"/> Shares openly only some times <input type="checkbox"/> Goals are not completed independently	CONTRIBUTING TO THE GROUP <input type="checkbox"/> Stays on task <input type="checkbox"/> Brainstorms ideas with group <input type="checkbox"/> Holds him/herself accountable to goals	CONTRIBUTING TO THE GROUP <input type="checkbox"/> Supports other members roles <input type="checkbox"/> Holds group members accountable to goals
	BEING POSITIVE WITH OTHERS <input type="checkbox"/> Listening to everyone remains a challenge <input type="checkbox"/> Feedback is not used effectively <input type="checkbox"/> Works to "get their way" instead of reaching consensus	BEING POSITIVE WITH OTHERS <input type="checkbox"/> Listens to all group members ideas openly <input type="checkbox"/> Utilizes warm and cool feedback <input type="checkbox"/> Uses a respectful tone with group members	BEING POSITIVE WITH OTHERS <input type="checkbox"/> Remains open-minded to all members' ideas <input type="checkbox"/> Warm and Cool Feedback is effective <input type="checkbox"/> Encourages open communication among all
	SOLVING PROBLEMS <input type="checkbox"/> Completion of task is not fulfilled <input type="checkbox"/> Expectations of the projects were not met <input type="checkbox"/> Struggles to share new ideas solve problem	SOLVING PROBLEMS <input type="checkbox"/> Completes individual tasks by deadlines <input type="checkbox"/> Maintains the expectations of the project <input type="checkbox"/> Brings new ideas to the group to solve problem	SOLVING PROBLEMS <input type="checkbox"/> Reaches consensus with win-win scenarios <input type="checkbox"/> Uses conflict resolution techniques <input type="checkbox"/> Tries multiple options to solve a problem

21st Century Skill Rubric

Grades 5-6

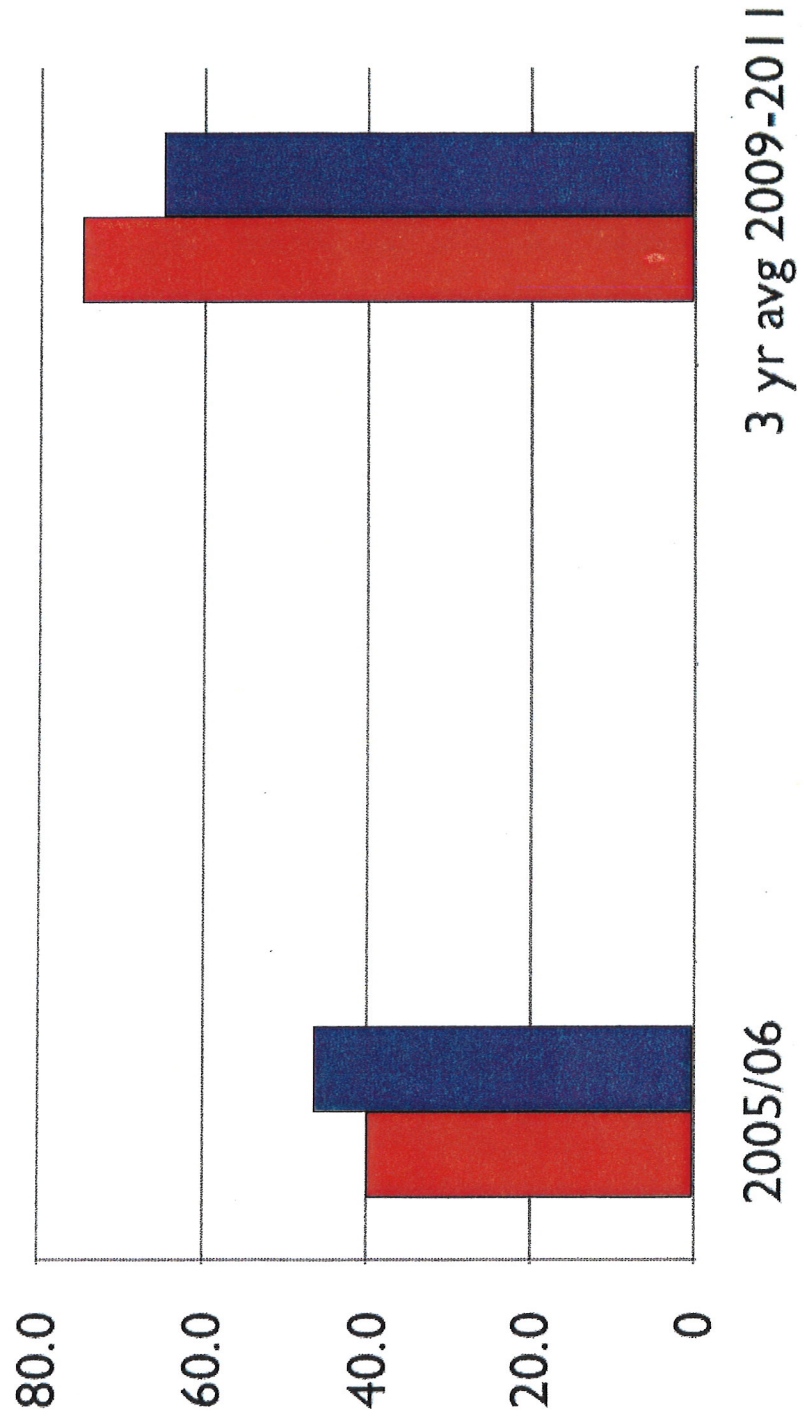
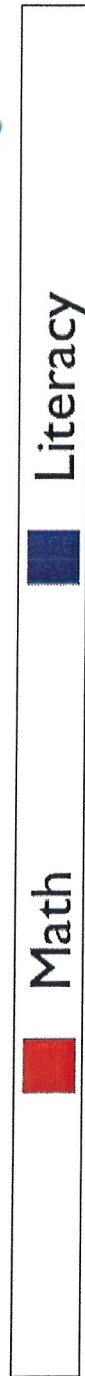
Student Name: _____

	Emerging	Proficient	Advanced
Oral Communication	ORGANIZED THOUGHTS & STRUCTURE	ORGANIZED THOUGHTS & STRUCTURE	ORGANIZED THOUGHTS & STRUCTURE
	<input type="checkbox"/> No clear statement of purpose, intro or conclusion <input type="checkbox"/> Evidence & support does not relate well to the topic <input type="checkbox"/> No transitions between supporting points, evidence	<input type="checkbox"/> States purpose with an introduction <input type="checkbox"/> Evidence supports the topic well <input type="checkbox"/> Clear transitions between supporting points, evidence	<input type="checkbox"/> Clear purpose with both introduction and conclusion <input type="checkbox"/> Relates to topic and stays focused on subject <input type="checkbox"/> Segways smoothly between supporting points, evidence
	VOCAL EXPRESSION	VOCAL EXPRESSION	VOCAL EXPRESSION
	<input type="checkbox"/> Voice projects to part of the audience throughout the presentation <input type="checkbox"/> Words are unclear during several points in the presentation <input type="checkbox"/> Relies on notes while speaking to the audience	<input type="checkbox"/> Voice projects to the entire audience throughout the presentation <input type="checkbox"/> Speaker enunciates clearly throughout the presentation <input type="checkbox"/> Speaks directly to the audience, rarely referring to notes	<input type="checkbox"/> Voice engages the audience throughout the presentation <input type="checkbox"/> Uses inflection to express ideas and thoughts to the audience <input type="checkbox"/> Speaks directly to & engages the audience during the presentation
	OVERALL IMPACT	OVERALL IMPACT	OVERALL IMPACT
	<input type="checkbox"/> Has difficulty making eye contact <input type="checkbox"/> Uses visuals appropriately <input type="checkbox"/> Detached from content and audience	<input type="checkbox"/> Makes eye contact with audience <input type="checkbox"/> Uses visual supports appropriately <input type="checkbox"/> Emotional connection to the content but not audience	<input type="checkbox"/> Makes good eye contact with many audience members <input type="checkbox"/> Uses appropriate, creative, & innovative visual supports <input type="checkbox"/> Creates an emotional connection with entire audience

	Using Tech Ethically & Responsibly	Using Tech Ethically & Responsibly	Using Tech Ethically & Responsibly
Technology	USING TECH ETHICALLY & RESPONSIBLY	USING TECH ETHICALLY & RESPONSIBLY	USING TECH ETHICALLY & RESPONSIBLY
	<input type="checkbox"/> Fails to follow procedures for handling hardware <input type="checkbox"/> Sometimes is off-task using software (ie playing games) <input type="checkbox"/> Uses tech to violate the school-wide expectations	<input type="checkbox"/> Independently follows procedures for handling hardware <input type="checkbox"/> Responsibly uses software on a constant basis <input type="checkbox"/> Follows technology school-wide expectations	<input type="checkbox"/> Encourages others to follow procedures for handling hardware <input type="checkbox"/> Encourages others to use tech responsibly <input type="checkbox"/> Models respect for technology school-wide expectations
	APPLYING BASIC TECHNOLOGY SKILLS	APPLYING BASIC TECHNOLOGY SKILLS	APPLYING BASIC TECHNOLOGY SKILLS
	<input checked="" type="checkbox"/> Uses single software source to complete projects <input type="checkbox"/> Utilizes basic menus for software <input type="checkbox"/> Can create, store, retrieve, and edit data in software using a single source	<input type="checkbox"/> Integrates multiple software programs to complete projects <input type="checkbox"/> Utilizes full program menus for software <input type="checkbox"/> Can create, store, retrieve, and edit data in software using multiple sources	<input type="checkbox"/> Encourages and facilitates the use of multiple software programs with others <input type="checkbox"/> Demonstrates the use of program menus for others <input type="checkbox"/> Demonstrates creating, storing, retrieving, and editing data in software for others
	USING TECH TO CREATE & INNOVATE	USING TECH TO CREATE & INNOVATE	USING TECH TO CREATE & INNOVATE
			<input type="checkbox"/> Searches for new, innovative tools for project work <input type="checkbox"/> Uses tools to create new technologies for projects <input type="checkbox"/> Helps other CSA students be creative & innovative

	Contributing to the Group	Contributing to the Group	Contributing to the Group
Collaboration	CONTRIBUTING TO THE GROUP	CONTRIBUTING TO THE GROUP	CONTRIBUTING TO THE GROUP
	<input type="checkbox"/> Needs reminders to stay on task <input type="checkbox"/> Prevents others from staying on task <input type="checkbox"/> Interferes with others' work	<input type="checkbox"/> Is self-directed and dependable <input type="checkbox"/> Takes responsible risks <input type="checkbox"/> Holds him/herself accountable to goals	<input type="checkbox"/> Redirects group focus <input type="checkbox"/> Encourages others in group to take reasonable risks <input type="checkbox"/> Asks questions to solicit other members involvement
	BEING POSITIVE WITH OTHERS	BEING POSITIVE WITH OTHERS	BEING POSITIVE WITH OTHERS
	<input type="checkbox"/> Respecting others' ideas is a challenge <input type="checkbox"/> Feedback does not suggest new ideas <input type="checkbox"/> Celebrates only personal achievements	<input type="checkbox"/> Remaining open-minded to all members' ideas <input type="checkbox"/> Warm and Cool Feedback is effective <input type="checkbox"/> Celebrating the successes of all members	<input type="checkbox"/> Fosters a trusting environment <input type="checkbox"/> Promotes opportunities for feedback <input type="checkbox"/> Compliments others on their contributions
	SOLVING PROBLEMS	SOLVING PROBLEMS	SOLVING PROBLEMS
	<input type="checkbox"/> Compromise is limited <input type="checkbox"/> Conflict resolution strategies are needed <input type="checkbox"/> Suggest solution ideas when prompted	<input type="checkbox"/> Reaches consensus with win-win scenarios <input type="checkbox"/> Uses conflict resolution techniques <input type="checkbox"/> Actively suggests solutions	<input type="checkbox"/> Assigns roles and to-do lists for each member <input type="checkbox"/> Acts as a mediator between different ideas in the group <input type="checkbox"/> Leads group through problem solving process

Test Scores Elementary



Project Planning Form		
Name of Project:	Healthy Choices	Duration: 2 weeks
Grade Level:	Teacher(s):	Grading Period: 3
Content areas collaborating on this project.	Health, Science, Language Arts, Physical Education Teacher	
Project Idea (What is the issue, problem or theme of this unit?)		
Monitoring physical, social, and emotional health.		
Topic(s) addressed: List one or more topics this project addresses.	Physical fitness, nutrition, bullying, peer mediation	
Essential Question (Driving question or challenge)	How can we monitor and improve our physical, emotional and social health?	
Entry Event (What is the hook to launch this project?)	Slideshow of overweight children, obesity data, peer mediation, etc (positive and negative examples to have students identify problems and what we can do to change)	
Content Area Standards (to be Addressed in the project)		
Science Standards 3.4.6, 3.4.7, 3.5.8, 3.5.9 Health Standards 3.5.4 - Indicate the possible consequences of each choice when making a health-related decision. 3.5.5- Identify a healthy choice when making a decision. 3.6.1 -Select a personal health goal and track progress.		

3.7.2 -Identify a healthy practice to maintain personal health and wellness.															
3.8.1 - Share correct information about a health issue.															
Language Arts															
3.5.8- Research Article Writing															
		T = Teach; P = Practice		T = Teach; P = Practice		T = Teach; P = Practice		T = Teach; P = Practice							
Learner Outcomes (21 st Century Skills addressed, taught or practiced)	Written Communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Technology Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
	Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work Ethic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
	Collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Civic Responsibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
	Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
	Information Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Core Content Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
UDL (Universal Design for Learning)		Representation: Perception -Powerpoint Entry document													
Link to UDL guidelines		Expression: Physical Action- Physical Fitness Activities													
Habits of Mind: (Indicate 1 or 2 habits of focus in this unit.)		<input type="checkbox"/> Persisting <input type="checkbox"/> Managing impulsivity <input type="checkbox"/> Listening to others <input type="checkbox"/> Thinking flexibly		<input type="checkbox"/> Thinking about thinking <input type="checkbox"/> Striving for accuracy/precision <input type="checkbox"/> Questioning/posing problems <input type="checkbox"/> Applying past knowledge		<input type="checkbox"/> Communicating with clarity <input checked="" type="checkbox"/> Gathering data – all senses <input type="checkbox"/> Creating, imagining, innovating <input type="checkbox"/> Responding with awe		<input checked="" type="checkbox"/> Taking responsible risks <input type="checkbox"/> Finding humor <input type="checkbox"/> Thinking interdependently <input type="checkbox"/> Learning continuously							
Student Production	Group Products: (major types)	Class Health Magazine- published on our website													
	Individual Products: (major types)	Health Journal													
Assessment & Reflection	Rubric(s) used for this project (check all that apply)	<input checked="" type="checkbox"/> Multimedia presentation rubric	<input type="checkbox"/> Other:												
		<input type="checkbox"/> Oral presentation rubric	<input type="checkbox"/> Other:												
		<input type="checkbox"/> ISTEP writing rubrics	<input type="checkbox"/> Other:												
		<input checked="" type="checkbox"/> School writing rubric	<input type="checkbox"/> Other:												
	Assessment type(s) used for this project	<input type="checkbox"/> School learner outcomes rubric	<input type="checkbox"/> Other:												
		<input type="checkbox"/> Quiz:	<input type="checkbox"/> Performance Assessment:												
		<input type="checkbox"/> Test:	<input type="checkbox"/> Notes review:												
		<input checked="" type="checkbox"/> Essay:	<input type="checkbox"/> Checklist:												

	(check all that apply)	<input type="checkbox"/> Online Assessment:	<input type="checkbox"/> Concept Maps:
	Reflection tools	<input type="checkbox"/> Survey	<input type="checkbox"/> Focus Group
	(check all that apply)	<input type="checkbox"/> Discussion	<input type="checkbox"/> Personal Learning Plan
		<input checked="" type="checkbox"/> Journal	<input type="checkbox"/> Student/Teacher Conference
Project Resources	On-site personnel:	3 rd grade teachers, PE teacher	
	Technology:	Word and Web	
	Community resources:	Columbus Regional Hospital	
	Print resources:		
Scaffolding & Mini-lessons to support needed skill development	Online resources:	FoodPyramid for Kids	
	1. Show Powerpoint as hook		
	2. Students identify positive and negative lifestyles regarding physical, emotional and social health.		
	3. Food Pyramid discussion		
	4. Introduce Journals to log nutrition		
	5. Physical Fitness discussion/activities		
	6. Physical Fitness added to journal		
	7. Peer Mediation and Bullying discussion and activities		
	8. Social/Emotional section added to journal		
	9. Magazine article writing about topic of choice on health		
	10. Publish class magazine and post to website		

July 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Cross County School District **2011-12 School Calendar** **Approved November 15, 2010** **REQUIRED ITEM 1a**

Professional Development and Teacher planning days Teachers Work in Classroom	August 1 & 2
First Day of Classes	August 4
Labor Day Break	September 5
Algebra I Re-Test	September 14-15
Fall Break	Sept 26 - 30
End of First Quarter -- 46 Days	October 14
Second Quarter Begins	October 17
Parent Teacher Conference High School	October 18
Parent Teacher Conference Elementary	October 20
Thanksgiving Break	November 21-25
Semester Tests	December
Second Quarter Ends -- 42 Days	December 20
Christmas Vacation	Dec. 21-Jan. 2
Professional Development Day	January 3
Third Quarter Begins (Students Return)	January 4
Martin Luther King Day	January 16
Bad Weather Make-Up Days	February 17 & 21
President's Day Holiday	February 20
11 th Grade Literacy Exam	March 6-7
End of Third Quarter -- 45 Days	March 9
Start of Fourth Quarter	March 12
Parent Teacher Conference Elementary	March 13
Parent Teacher Conference High School	March 15
Alternate Portfolios Due	March 16
Spring Break	March 19-23
Good Friday	April 6
K-2, Grade 9 NRT Testing	April 2-13
Benchmark Exams Grades 3-8	April 9-13
EOC Geometry Exam	April 17-18
Interim Grades	April
EOC Biology Exam	April 24-25
EOC Algebra II Exam	May 2
EOC Algebra I Exam	May 8-9
Bad Weather Make-Up Days	April 19 & 20, May 25
Last Day for Teachers and Students - 45 Days	May 24
Memorial Day Holiday	May 28

Teacher-Student Days	178
Professional Dev. Days	10
Parent/Teacher Conf. Days	2
Total Contract Days	190

Bad Weather Make Up Days
 February 17 & 21, April 19 & 20, and May 25

January 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Parent/Teacher Conferences

Testing

Interim Reports

Prof. Development

Vacation/Holidays

REQUIRED ITEM 1b

	Monday	Tuesday	Wednesday	Thursday	Friday
Stevenson					
7:50-8:30	Planning	Planning	Planning	Planning	Planning
8:30-9:30	Moore	Moore	Late Start	Moore	Moore
9:35-10:25	May	Planning	Planning	Cullum	Crumpler
10:30-11:20	Nickles	Planning	Planning	Planning	Davis
2:10-2:50	Planning	Planning	Planning	Planning	Planning
Manes		7:10-8:00 BIC			
7:50-8:20-	Equip. Prep	Equip. Prep		Equip. Prep	Equip. Prep.
8:20-9:10				Hess	Edwards
9:15-10:05	Cluster	Wheat		Interventions	Peebles
10:10-11:00		Hendrix	Burton	Green	Tucker
11:00-12:15	lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep
2:10-2:50		Clark			

Art

7:50-8:20	Interventions	Interventions	Cluster	Interventions	Interventions
8:20-9:10	Davis	Cullum	Interventions	Interventions	Interventions
9:15-10:05	Crumpler	Nickles	Moore	Interventions	May
10:10-11:00	Burton	Green	Peebles	Interventions	Hess
11:00-11:30	Interventions	Interventions	Interventions	Interventions	Interventions
11:30-12:45	lunch/planning	lunch/planning	lunch/planning	lunch/planning	lunch/planning
12:45-1:35	Interventions	Interventions	Hendrix	Interventions	Wheat
1:40-2:30	Clark	Interventions	Edwards	Tucker	Interventions
2:10-2:50					
2:35-3:20	media prep	media prep	media prep	media prep	media prep

P.E

7:50-8:30	Planning	Planning	Wheat	Planning	Planning
8:30-9:30	Cluster 9:15-10:05	Davis	Planning	Burton	Burton
9:35-10:35	Bath Breaks	Bath Breaks	Green	Edwards	Green
10:40-11:40	Hess	Peebles	Lunch 10:40-11:10	Lunch 10:40-11:10	Moore
11:45-12:15	Lunch	Lunch	Cullum	May	Lunch
12:15-1:15	Hendrix/Tucker	Tucker/Edwards	Nickles/Crump	Nickles/Crump	Hendrix
1:15-2:15	Peebles	Hess	Clark	Wheat	Clark
2:30-3:20	Pre-K	Pre-K	Pre-K	Pre-K	Pre-K

REQUIRED ITEM 1c

	Monday	Tuesday	Wednesday	Thursday	Friday
Library					
7:50-8:20	Processing	Processing	Processing	Processing	Processing
8:20-9:10	Cullum-Library	May-Key	May-Library	Peebles	Cullum-Key
9:15-10:05	Moore-Key	Crumpler	Davis-Key	Davis-Library	Nickles
10:10-11:00	Green	Burton	Processing	Processing	Processing
11:00-12:10	Lunch/Planning	Lunch/Planning	Lunch/Planning	Lunch/Planning	Lunch/Planning
12:10-1:00	Edwards	Processing	Tucker	Hendrix	Processing
1:05-1:55	Processing	Processing	Hess	Clark	Processing
2:10-3:00	Wheat	Processing	Processing	Processing	Processing

	Physical Activity	Lunch	Physical Activity
Pre-K, 2	2:20-3:20	10:40-11:10	K: 2:10-2:30
K-1 (2)	10:00-10:20	11:15-11:45	1: 12:45-1:05
Grades 3-4	11:27-11:45	11:50-12:20	2: 10:15-10:35
Grades 5-6	12:03-12:20	12:25-12:55	3: 12:20-12:40
			4,5: 2:40-3:00

Clusters	
P-1-Tuesday-10:10-11:00	
2-3-Wednesday 7:25-8:15	
4-6 Literacy Tuesday 7:25-8:15	
4-6 Math Monday 9:15-10:05	

Chinese			
2:10-2:30	Nickles 2:50-3:10		Crumpler 2:00-2:20
2:30-2:50			Davis-2:20-2:50
			Cullum-2:50-3:20

REQUIRED ITEM 2a

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u>338</u>) x \$6,144.00 State Foundation Funding		
3			\$2,076,672
4	No. of Students (<u>338</u>) x \$51.00 Professional Development		\$17,238
5	No. of Students (<u>244</u>) x eligible rate* NSLA Funding		\$242,048
6	Total State Charter School Aid		\$2,335,958 \$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			
14	Total Other Sources of Revenues		\$2,335,958 \$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (No. of Positions <u>1</u>)	\$55,090.00	
21	Fringe Benefits	\$13,498.99	
22	Purchased Services		
23	Supplies and Materials	\$35,000	
24	Equipment	\$5,000	
25	Other (Describe)		\$108,588.99 \$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions <u>22</u>) ⁸⁹	\$840,786.13	
29	Fringe Benefits	\$218,809.67	
30	Purchased Services	\$30,000	
31	Supplies and Materials	\$35,000	
32	Equipment	\$25,000	
33	Other (Describe)		\$1,149,595.86 \$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$506.00 per student; between seventy and ninety percent (70-90%): \$1,012.00 per student; and ninety percent and above (90%): \$1,518.00 per student.

REQUIRED ITEM 2b

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions <u>6.5</u>)	<u>\$150,060.57</u>	
37	Fringe Benefits	<u>\$ 42,706.11</u>	
38	Purchased Services	<u></u>	
39	Supplies and Materials	<u>\$10,000</u>	
40	Equipment	<u></u>	
41	Other (Describe)	<u></u>	<u>\$202,766.68 \$0.00</u>
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions <u>.5</u>)	<u></u>	
45	Fringe Benefits	<u></u>	
46	Purchased Services	<u></u>	
47	Supplies and Materials	<u></u>	
48	Equipment	<u></u>	
49	Other (Describe)	<u></u>	<u>\$0.00</u>
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions <u></u>)	<u></u>	
53	Fringe Benefits	<u></u>	
54	Purchased Services	<u></u>	
55	Supplies and Materials	<u></u>	
56	Equipment	<u></u>	
57	Other (Describe)	<u></u>	<u>\$0.00</u>
58			
59	Guidance Services:		
60	Salaries: (No. of Positions <u>1</u>)	<u>\$48,982.06</u>	
61	Fringe Benefits	<u>\$12,176.62</u>	
62	Purchased Services	<u></u>	
63	Supplies and Materials	<u></u>	
64	Equipment	<u></u>	
65	Other (Describe)	<u></u>	<u>\$61,158.68 \$0.00</u>
66			
67	Health Services:		
68	Salaries: (No. of Positions <u>.5</u>)	<u>\$14,650.00</u>	
69	Fringe Benefits	<u>\$ 3,957.73</u>	
70	Purchased Services	<u></u>	
71	Supplies and Materials	<u></u>	
72	Equipment	<u></u>	
73	Other (Describe)	<u></u>	<u>\$18,607.73 \$0.00</u>

REQUIRED ITEM22c

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	\$48,984.21	
77	Fringe Benefits	\$12,177.08	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		\$61,161.29 \$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u> </u>)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>1</u>)	\$20,834.00	
93	Fringe Benefits	\$ 4,510.56	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other (Describe)		\$25,344.56 \$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u> </u>)		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>4.79</u>)	\$54,094.00	
110	Fringe Benefits	\$19,241.23	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		\$73,335.23 \$0.00

REQUIRED ITEM 2d

115	(Budget Continued)			
116	Data Processing:			
117	Salaries: (No. of Positions <u>1</u>)	\$16,364.00		
118	Fringe Benefits	\$ 5,114.81		
119	Purchased Services			
120	Supplies and Materials			
121	Equipment			
122	Other (Describe)		\$21,478.81	\$0.00
123				
124	Substitute Personnel:			
125	Salaries: (No. of Positions <u> </u>)	\$30,000.00		
126	Fringe Benefits	\$ 6,495.00	\$36,495	\$0.00
127				
128	If Applicable: Facilities			
	Lease/Purchase (contract for one total			
129	year including facility upgrades)			
130	Please list upgrades:			
131				
	If Applicable: Utilities (contract for one total			
132	year including facility upgrades)	\$100,000		
	If Applicable: Insurance (contract for one			
133	total year including facility upgrades):			
134	If Applicable: Property Insurance	\$30,000		
135	If Applicable: Content Insurance		\$130,000	\$0.00
136				
137	Debt Expenditures:	\$245,012.50	\$245,012.50	\$0.00
138	Other Expenditures:			
139	(Describe)			\$0.00
140				
141	TOTAL EXPENDITURES		\$2,132,545	\$200

REQUIRED ITEM 2e

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (338) x \$6,267.00 State Foundation Funding		\$2,118,246
3			\$17,576
4	No. of Students (338) x \$52.00 Professional Development		\$242,048
5	No. of Students (244) x eligible rate* NSLA Funding		\$2,377,870 \$0.00
6	Total State Charter School Aid		
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (Specifically Describe)		
13			\$2,377,870 \$0.00
14	Total Other Sources of Revenues		
15			\$0.00
16	TOTAL REVENUES		
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (No. of Positions 1)	\$55,860.00	
21	Fringe Benefits	\$13,665.69	
22	Purchased Services		
23	Supplies and Materials	\$35,000	
24	Equipment	\$5,000	
25	Other (Describe)		\$109,525.6 \$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (No. of Positions 22,8966	\$827,793.54	
29	Fringe Benefits	\$215,210.77	
30	Purchased Services	\$30,000	
31	Supplies and Materials	\$35,000	
32	Equipment	\$25,000	
33	Other (Describe)		\$1,133,004. \$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.

REQUIRED ITEM 2f

34		(Budget Continued)		
35	Special Education:			
36	Salaries: (No. of Positions <u>6.5</u>)	<u>\$151,192.57</u>		
37	Fringe Benefits	<u>\$ 42,951.19</u>		
38	Purchased Services	<u></u>		
39	Supplies and Materials	<u>\$10,000</u>		
40	Equipment	<u></u>		
41	Other (Describe)	<u></u>	<u>\$204,143.76</u>	<u>\$0.00</u>
42				
43	Gifted and Talented Program:			
44	Salaries: (No. of Positions <u>.5</u>)	<u>\$21,296.06</u>		
45	Fringe Benefits	<u>\$ 5,396.60</u>		
46	Purchased Services	<u></u>		
47	Supplies and Materials	<u></u>		
48	Equipment	<u></u>		
49	Other (Describe)	<u></u>	<u>\$26,692.60</u>	<u>\$0.00</u>
50				
51	Alternative Education Program:			
52	Salaries: (No. of Positions <u> </u>)	<u></u>		
53	Fringe Benefits	<u></u>		
54	Purchased Services	<u></u>		
55	Supplies and Materials	<u></u>		
56	Equipment	<u></u>		
57	Other (Describe)	<u></u>	<u></u>	<u>\$0.00</u>
58				
59	Guidance Services:			
60	Salaries: (No. of Positions <u>1</u>)	<u>\$48,982.06</u>		
61	Fringe Benefits	<u>\$12,176.62</u>		
62	Purchased Services	<u></u>		
63	Supplies and Materials	<u></u>		
64	Equipment	<u></u>		
65	Other (Describe)	<u></u>	<u>\$61,158.68</u>	<u>\$0.00</u>
66				
67	Health Services:			
68	Salaries: (No. of Positions <u>.5</u>)	<u>\$14,650.00</u>		
69	Fringe Benefits	<u>\$ 3,957.73</u>		
70	Purchased Services	<u></u>		
71	Supplies and Materials	<u></u>		
72	Equipment	<u></u>		
73	Other (Describe)	<u></u>	<u>\$18,607.73</u>	<u>\$0.00</u>

REQUIRED ITEM 2g

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions <u>1</u>)	\$48,984.21	
77	Fringe Benefits	\$12,177.08	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		\$61,161.29 \$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions <u> </u>)		
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions <u>1</u>)	\$21,086.00	
93	Fringe Benefits	\$ 4,565.12	
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other (Describe)		\$25,651.12 \$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions <u> </u>)		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions <u>4.79</u>)	\$54,352.00	
110	Fringe Benefits	\$19,297.09	
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		\$73,649.09 \$0.00

REQUIRED ITEM 2h

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions <u>1</u>)	<u>\$16,636.00</u>	
118	Fringe Benefits	<u>\$ 5,173.69</u>	
119	Purchased Services	<u> </u>	
120	Supplies and Materials	<u> </u>	
121	Equipment	<u> </u>	
122	Other (Describe)	<u> </u>	<u>\$21,809.69 \$0.00</u>
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions <u> </u>)	<u>\$30,000.00</u>	
126	Fringe Benefits	<u>\$ 6,495.00</u>	<u>\$36,495.00 \$0.00</u>
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	<u> </u>	
130	Please list upgrades:	<u> </u>	
131		<u> </u>	
132	Utilities (contract for one total year including facility upgrades)	<u>\$100,000</u>	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	<u>\$30,000</u>	
135	Content Insurance	<u> </u>	<u>\$130,000 \$0.00</u>
136			
137	Debt Expenditures:	<u> </u>	<u>\$245012.50 \$0.00</u>
138	Other Expenditures:		
139	(Describe)	<u> </u>	<u>\$0.00</u>
140			
141	TOTAL EXPENDITURES		<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$2,146,911 \$0.00</div>

CROSS COUNTY SCHOOL DISTRICT 2011-2012 CERTIFIED SALARY SCHEDULE

Step	BA	BA15	MA	MA15	SPEC	DOCT	Years
1	\$31,000	\$32,500	\$35,500	\$37,000	\$38,500	\$42,500	0
2	\$31,450	\$33,000	\$36,050	\$37,600	\$39,150	\$43,200	1
3	\$31,900	\$33,500	\$36,600	\$38,200	\$39,800	\$43,900	2
4	\$32,350	\$34,000	\$37,150	\$38,800	\$40,450	\$44,600	3
5	\$32,800	\$34,500	\$37,700	\$39,400	\$41,100	\$45,300	4
6	\$33,250	\$35,000	\$38,250	\$40,000	\$41,750	\$46,000	5
7	\$33,700	\$35,500	\$38,800	\$40,600	\$42,400	\$46,700	6
8	\$34,150	\$36,000	\$39,350	\$41,200	\$43,050	\$47,400	7
9	\$34,600	\$36,500	\$39,900	\$41,800	\$43,700	\$48,100	8
10	\$35,050	\$37,000	\$40,450	\$42,400	\$44,350	\$48,800	9
11	\$35,500	\$37,500	\$41,000	\$43,000	\$45,000	\$49,500	10
12	\$35,950	\$38,000	\$41,550	\$43,600	\$45,650	\$50,200	11
13	\$36,400	\$38,500	\$42,100	\$44,200	\$46,300	\$50,900	12
14	\$36,850	\$39,000	\$42,650	\$44,800	\$46,950	\$51,600	13
15	\$37,300	\$39,500	\$43,200	\$45,400	\$47,600	\$52,300	14
16	\$37,750	\$40,000	\$43,750	\$46,000	\$48,250	\$53,000	15
17	\$38,200	\$40,500	\$44,300	\$46,600	\$48,900	\$53,700	16
18	\$38,650	\$41,000	\$44,850	\$47,200	\$49,550	\$54,400	17
19	\$39,100	\$41,500	\$45,400	\$47,800	\$50,200	\$55,100	18

EXTENDED DAYS

195 Days 1.0263 x schedule
 205 Days 1.0789 x schedule
 215 Days 1.1316 x schedule
 220 Days 1.1579 x schedule
 225 Days 1.1842 x schedule
 240 Days 1.2631 x schedule

STIPENDS

Head Sr Football \$4,000
 Assistant Football/Basketball \$1,000
 Head Jr Football \$2,500
 Head Sr. Basketball \$4,000
 Head Jr. Basketball \$2,500
 Head Baseball \$1,000
 Head Softball \$1,000
 Tennis \$500
 Bowling \$500
 Golf \$500

Athletic Director

Sr Cheerleader \$3,000
 Jr Cheerleader \$1,700
 Yearbook \$1,300
 Department Chairs \$1,300
 Student Council Sponsor \$400
 ACSIP Chairs \$500
 504 Coordinators \$800
 504 Coordinators \$50/Student Max \$500
 Drug Ed Coordinator \$600
 Band Director \$4,000
 Parental Involvement Faci. \$200 Title IV
 Data/Test Coordinator \$4,000

Extended Day Positions

195 Days	240 Days	Index
East Lab Facilitator	Assistant Superintendent	1.425
GT Coordinator	Administrative Assistant	1.486
Speech Therapist	Elem. Principal	1.4
	H.S. Principal	1.4286
205 Days	Vocational Agri	1.2631
Elem. Counselor	Superintendent	Negotiable
HS Librarian		
Special Ed Designee		
Elem Librarian	220 Days	
HS Counselor	Literacy Coach	
215 Days		
Football Coach		
Basketball Coach		
Band Director		
225 Days		
Head Football		

Approved June 13, 2011:

Joan Ball
Joan Ball, School Board President

Craig Walker
Craig Walker, School Board Secretary

Cross County School District Classified Salary Schedule

2011-2012

REQUIRED ITEM 3c

Yrs Exp	Days	0	1	2	3	4	5	6	7	8	9	10
Art. Café Mgr	180	\$9,578	\$9,720	\$9,849	\$9,978	\$10,107	\$10,236	\$10,365	\$10,494	\$10,623	\$10,752	\$10,881
Book	180	\$9,449	\$9,565	\$9,694	\$9,823	\$9,952	\$10,081	\$10,210	\$10,338	\$10,467	\$10,596	\$10,725
Ans/Maint Dir	240	\$29,999	\$30,253	\$30,505	\$30,757	\$31,010	\$31,264	\$31,517	\$31,770	\$32,023	\$32,276	\$32,528
Ad Mech	240	\$20,567	\$20,821	\$21,074	\$21,325	\$21,580	\$21,833	\$22,085	\$22,338	\$22,592	\$22,843	\$23,096
ist/Maint	240	\$18,557	\$18,810	\$19,063	\$19,316	\$19,563	\$19,822	\$20,074	\$20,328	\$20,580	\$20,834	\$21,086
ch Coord	240	\$20,598	\$21,275	\$21,952	\$22,629	\$23,307	\$23,984	\$24,661	\$25,338	\$26,016	\$26,693	\$27,370
Sec	240	\$17,230	\$17,483	\$17,735	\$17,989	\$18,242	\$18,495	\$18,747	\$19,001	\$19,253	\$19,506	\$19,759
Sec	205	\$14,790	\$15,007	\$15,221	\$15,439	\$15,654	\$15,871	\$16,086	\$16,303	\$16,518	\$16,734	\$16,951
am Sec	205	\$14,271	\$14,524	\$14,777	\$15,030	\$15,282	\$15,536	\$15,788	\$16,042	\$16,293	\$16,548	\$16,800
am Sec	220	\$15,279	\$15,550	\$15,822	\$16,093	\$16,364	\$16,636	\$16,907	\$17,179	\$17,449	\$17,722	\$17,993
strict Treasurer	240	\$28,840	\$29,359	\$29,878	\$30,397	\$30,916	\$31,436	\$31,954	\$32,473	\$32,994	\$33,512	\$34,031
strict Bookkeeper	240	\$28,840	\$29,359	\$29,878	\$30,397	\$30,916	\$31,436	\$31,954	\$32,473	\$32,994	\$33,512	\$34,031
rent Ctr	195	\$11,789	\$12,035	\$12,280	\$12,528	\$12,774	\$13,021	\$13,268	\$13,514	\$13,759	\$14,008	\$14,253
grant Coord	180	\$12,501	\$12,753	\$13,008	\$13,259	\$13,512	\$13,765	\$14,018	\$14,271	\$14,524	\$14,777	\$15,030
grant Tutor	180	\$12,021	\$12,248	\$12,477	\$12,705	\$12,932	\$13,160	\$13,387	\$13,614	\$13,842	\$14,071	\$14,298
str Aide	180	\$10,919	\$11,146	\$11,374	\$11,603	\$11,830	\$12,058	\$12,285	\$12,512	\$12,740	\$12,969	\$13,196
TIP Manager	240	\$15,336	\$15,659	\$15,984	\$16,310	\$16,632	\$16,957	\$17,280	\$17,604	\$17,929	\$18,255	\$18,579
Manager	185	\$11,417	\$11,654	\$11,894	\$12,133	\$12,370	\$12,609	\$12,847	\$13,085	\$13,324	\$13,564	\$13,802
st Learning Facilitator	185	\$11,417	\$11,654	\$11,894	\$12,153	\$12,370	\$12,609	\$12,847	\$13,085	\$13,324	\$13,564	\$13,802
irse	180		\$29,300									
Grant Coordinator												
Is Driver	180	\$7,195	This amount includes regular cleaning and washing of the bus.									
pend												
od Service Director												
adicaid Billing			\$3,000									
Life Manager Additional Paperwork			\$2,500									
Approved June 13, 2011:			\$700									
Activities Director - CCLC												

Craig Walker

Craig Walker, School Board Secretary

Name	Name
Carole Edwards	
Danessa Davis	
John F. Gadd	
Steve Ginn	Progress
Dana Johnson	
Mindy Harn	
Dana Chesport	
Joan Ball	
Wayne Ball	
Carolyn Wilson	
Elisabeth Coats	
Cat Crompton	
Godie Hoss	
Paula Moore	
Megan Fultz	
Chris Green	
John Ingham	
Adrian Miller	
Kyla Pitts-Zinn	
Kevin Seaberg	
James Mitchell	

PROOF OF PUBLICATION

STATE OF ARKANSAS
COUNTY OF CROSS

I, David M. Boger do solemnly swear that I am Publisher
of the WYNNE PROGRESS, a weekly newspaper printed in
said county, and that I was such Publisher on the dates
of publication hereinafter stated, and that said newspaper had a
bonafide circulation in said county and in Wynne on said
dates, and had been regularly published in said county for the
period of twelve months next before the date of the first
publication of the advertisement hereto annexed, and that
said advertisement was published in said newspaper 1
times for 3 weeks consecutively, the first insertion
therein having been made on the

7th day of October, 2011 ;

2nd insertion 12th day of October, 2011 ;

3rd insertion 14th day of October, 2011 ;

4th insertion _____ day of _____, _____ ;

5th insertion _____ day of _____, _____ ;

6th insertion _____ day of _____, _____ ;

SIGNED:

David M. Boger

Sworn to and subscribed before me this _____

day of _____, _____.

Notary Public

My Commission Expires:

_____.

Cost of proof\$ 0

Fee for printing.....\$ 13.20

TOTAL.....\$ 13.20

Received payment _____.



Fleeman, Barry House, Isaac Eppes, Matthew Miller, and Karin Weaver. Nathan Standridge will also perform with Lisa Miller, pianist.

Mrs. Miller, accompanist, will direct the Wynne Music Club Chorus and guests in the finale, "A Tribute To The Beatles."

No reservations are required and no admission is charged. A dessert reception will follow the program.

For further information, contact Patricia Duke at 870-238-5566.

re-erected a 152-year-old church bell along with a new church sign.



Sharpes Chape to celebrate 79t homecoming

CHERRY VALLEY Sharpes Chapel Church of Gc 2750 Highway 163, w celebrate its 79th homecomi on Sunday, Oct. 16.

The special speaker for t morning worship service will Ron Brower of Ironton, M Dinner will be served at no in the Fellowship Hall.

Special singing will presented by the Good Nev Singers from Hayti, Mo. fro 2-4 p.m. There will be evening service.

Everyone is welcome.

For more information, call 87 588-3503.

CORRECTION

The Wynne Progress incorrectly identified an attorney with the Arkansas Municipal League in last Friday's edition.

His name should have been printed as Mark Hayes. The Wynne Progress apologizes for any confusion.

Wynne Church of God hosting Gospel Tent Revival

WYNNE — Wynne Church of God, 808 Highway 64 in Wynne, will host a Gospel Tent Revival from Oct. 16-21 featuring The Gabbards singing and preaching.

Revival services will be held at 6 p.m. Sunday, and 7 p.m. Monday through Friday.

The Gabbards have been involved in the ministry for over 30 years, singing and preaching the message.

For more information, contact Pastor Tim Gabbard at 870-238-8387. 10-14-11

WYNNE PROGRESS

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Wynne, AR 72396

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Cross County School District Public Meeting



What: Public Meeting to Discuss Conversion Charter for Elementary School

When: October 18th, 6pm

Where: Cross County High School Cafeteria



SHAMROCK TURF & CHEMICAL

Chemical & Fertilization

Programs

No Contracts

Residential and Commercial

Tony Wheat / Jana Shaver

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school and, if the application is approved, the local board, administration, and staff of the district conversion or limited public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion or limited public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.
6. The proposed district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.
7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

REQUIRED ITEM 5b

8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District

Matt McClure

Print or type name

Date: 10/28/2011